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ABSTRACT

The lack of staff development, preservice, orientation, and inservice training programs for part-time community college instructors is considered a serious problem. This brief contains two examples of staff development programs for part-time vocational instructors. The first document, Dr. Milo P. Johnson's "Staff Development for Part-Time Vocational Instructors" is intended "to assist local continuing education and vocational education administrators in providing an up-to-date 'competency based' teacher education program as part of local staff development for part-time instructors." The second document describes the Maricopa County Community College District "Special Staff Development Program." It lists 13 learning units including a course on the community college. The Maricopa program was open to full-time and part-time instructors, and had a two-fold purpose: to enable full- and part-time instructors to qualify for Arizona certification; and to give instructors an overview of the characteristics of the adult learner and some learning principles applied to adults. In addition to an introductory essay documenting the need for staff development programs for part-time community college instructors, this brief includes a bibliography of related ERIC materials. (Author/NHM)

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Staff Development Programs for Part-Time Occupational-Vocational Instructors

An ERIC Brief prepared specially for the Advisory Committee of the UCLA Community College Leadership Program (representing presidents from Southern California, Arizona, and Nevada)

Compiled by John Lombardi

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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January 1976

University of California
Los Angeles 90024

JC 760 050

This brief contains two examples of staff development programs for part-time vocational instructors. They are intended to fill a need for such programs. Part-time instructors now form the majority of all instructors in the community colleges. In some states they form two-thirds to three-fourths of the instructors (Lombardi, 1975, p. 11).

In the literature on part-time instructors the lack of staff development, pre-service, and orientation and in-service is considered a serious weakness. Nearly all investigators agree with Kennedy (1967, p. 15) that "new part-time instructors receive a minimum of orientation upon appointment." Bender and Breuder concluded that "very little is done to assist part-time faculty to improve their instruction or to have a better understanding of the people they serve" (1973, p. 35). And since the people served also are poorly oriented, Bender and Hammons assert that "the beginning of the term is often a case of the blind leading the blind" (1972, p. 21). In his extensive study of procedures for supervision and evaluation of new part-time instructors Heinberg also found the situation less than ideal but his findings indicated that 51 of the 63 surveyed "had assigned one or more additional staff members to assist [the dean] in the supervision and evaluation of staff members" (1966, p. 241).

Part-time instructors are placed in a sink-or-swim milieu. Aside from the name of the text, the location of the classroom, occasionally a course syllabus, part-time instructors get little orientation or in-service training from the administration (Williams, 1972). They are given over to chairpersons who are nominally their mentors and guides. The amount of attention they receive from these harried and overworked semi-administrators is not difficult to guess---it is minimal and it may reach the vanishing point for part-time instructors assigned in off-campus locations miles from the campus (Heinberg, 1966). Part-time instructors who depend upon teaching for a livelihood are the pariahs of the profession (Phair, 1972).

Despite the bleakness of the reports, improvements are being made. In many colleges secretarial, library, audio-visual and media services, as well as food services are being provided. A few assign chairmen or coordinators to help part-time instructors especially during the first week or two of classes; a great many provide office space. And most colleges invite part-time instructors to their orientation meetings. Faculty manuals or bulletins are becoming a common means of orienting the part-time instructors to the college (Montgomery College, 1975). These are minimal, of course, and do not substitute for a more formal program. Since so much of the research and observations are judged by day practices for full-time instructors we cannot help pointing out that they, too, have been found wanting in many respects (Collins and Case, 1974).

Two documents are reproduced in this Brief. In Johnson's Staff Development for Part-Time Vocational Instructors the purpose is "to assist local continuing education and vocational education administrators in providing an up-to-date 'competency based' teacher education program as a part of local staff development for part-time instructors."

The Maricopa County Community College District Special Staff Development Program is the "Schedule of Occupational Part-Time Instructor In-service Education Sessions" used during the Fall Semester of 1975-76." It lists 13 learning units including a course on the community college. The Maricopa program was open to full-time and part-time instructors. It had a two-fold purpose: to enable full- and part-time instructors to qualify for Arizona Certification; and to give instructors an overview of the characteristics of the adult learner and some learning principles applied to adults.

BIBLIOGRAPHY AND FURTHER REFERENCES

The ERIC documents (ED numbers) listed are available on mircofiche (MF) or in hard copy (HC) from the ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Va. 22210. The MF price for documents under 470 pages is $0.76. HC prices are: 1-25 pages, $1.58; 26-50, $1.95; 51-75, $3.32; 76-100, $4.43; for documents over 100 pages, add $1.27 for each 25 page increment (or fraction thereof). Postage must be added to all orders.

Abstracts of these and other documents in the Junior College Collection are available upon request from the ERIC Clearinghouse for Junior Colleges, Room 96, Powell Library, University of California, Los Angeles, Calif. 90024.

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STAFF DEVELOPMENT FOR PART-TIME VOCATIONAL INSTRUCTORS

A Report Prepared By

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Superintendent & President
Mt. San Jacinto College District
San Jacinto, CA 92383

This program is being conducted in cooperation with the Bureau of Educational Personnel Development, U.S. Office of Education, under the Education Professions Development Act.

The activity which is the subject of this report was supported by the U.S. Office of Education, Dept. of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

May 15, 1975

STAFF DEVELOPMENT FOR PART-TIME VOCATIONAL INSTRUCTORS

Purpose: To assist local continuing education and vocational education administrators in providing an up-to-date "competency based" teacher education program as a part of local staff development for part-time instructors.

Credentialing: An alternate route is provided for clearing the requirements for a credential for part-time instructors. This can be done on the campus of the local community college or vocational school.

University Credit: University Extension credit is optional depending on the desire of (1) the participants to pay a fee and (2) the appropriate University Extension Office to grant credit.

Class Organization: Interested local administrators become the staff development person coordinating the program after they have attended a leader's two-day seminar during February 1976.

Ten filmstrip-tape-worksheet lessons will be provided to be used by the participants outside of class. Only five or six class sessions will be required.

A participant's syllabus comes with the packet of materials. A leader's manual is provided giving suggestions for coordinating these staff development activities.

Competencies the Participants Will be Able to Demonstrate at the End of the Training Period:

1. Ability to analyze his own occupational field and describe the principal competencies of successful workers.
2. Ability to list for a given course in his occupational field all the measurable competencies of a "completing" student.
3. Ability to list the criteria for acceptable performance in each competency and how these relate to grades in the course.
4. Ability to list and to establish a basis for judging those currently unmeasurable competencies which are considered significant for the student to learn in the course.
5. Ability to design tests which will assess skills and knowledge needed for the competencies.

6. Ability to confer with students and give pre-tests to determine the unique learning needs and identify competencies already possessed by students as a basis for adapting instruction and content to individual needs.

7. Ability to design a term project or term assignment which will give each student an opportunity to demonstrate how to apply and synthesize the competencies learned by means of a project outside of class.

8. Ability to prepare a course outline following a measurable objectives format.

9. Ability to make an out-of-class preparation requirement assignment list appropriate for a given course.

10. Ability to utilize five types of lessons in preparing ten different sample lesson plans.

11. Ability to prepare and teach a sample lesson in his own subject field. The quality of the lesson must be judged to meet the criteria established and applied by the teacher trainer and by fellow students. A video tape recorder or audio tape recorder will be used to record the lesson for evaluation.

Quality Control: The part-time teachers in training will complete the preparation of curriculum material assigned to meet the criteria established in the syllabus and leader's manual. Copies of the materials and the audio or video tape of the demonstration lesson will be kept on file in the local administration office.

The local supervisor will certify that the teacher in training completed the program and met the criteria established. The Vocational Teacher Training Office at the University of California at Los Angeles will exercise the option of either taking a sampling of the completed course work or inspecting each teacher's output.

When all requirements of the course have been met, the Teacher Training Office will issue a certificate of completion to the part-time teacher. This certificate would be submitted with application for long-term credential renewal.

Note: Further information on the project may be obtained by contacting Dr. Milo P. Johnson or Anne Schatz, Project Director.

1975-76

MCCCD

SPECIAL STAFF DEVELOPMENT PROGRAM

SCHEDULE

OF

OCCUPATIONAL PART-TIME INSTRUCTOR

INSERVICE EDUCATION SESSIONS

FOR

THE FALL SEMESTER

OF

1975-1976

The following pages contain an annotated listing of the learning units being offered at the Operation's Center Conference Room at 2321 East McDowell. The times and dates are listed under each unit. Registration for these inservice education sessions should be made on the forms at the end of this booklet.

Note:

Meeting dates are arranged to accommodate evening instructors. To receive credit for each SDS session you need only to attend one of the dates listed.

Prepared by: TRAINING AND STAFF DEVELOPMENT OFFICE

Cover by: TEX PETRAS

EDUCATION 250A COMMUNITY COLLEGE COURSE

This is the required course for certification for both Regular and Special (Part-time) teachers. It will cover the philosophy, history, governance, finance, curricula, innovative instruction, and students of contemporary post secondary education.

Meeting Dates: August 28, 1975
through
December 11, 1975

Meeting Place: Phoenix College
Room Number - B-102

Time: 4:15 p.m. - 5:15 p.m.
Every Thursday

Credit: One hour of Professional Growth
or one Continuing Education Unit

Instructor: Staff

SDS-1.2 UNDERSTANDING THE HISTORY AND PHILOSOPHY OF COMMUNITY COLLEGES

A small group discussion using prepared materials to identify the history and general philosophy of the community college educational movement. This session is offered to meet certification requirements for both Regular and Special (Part-time) faculty who have completed a "Community College Course" in another state. This is part one of a two part course.

Meeting Dates: August 25 and 26, 1975
September 3 and 4, 1975

Meeting Place: Operation's Center
Conference Room

Time: 7:00 p.m. - 8:00 p.m.

Credit: One hour CEU

Instructor: Staff

SDS-1.3 THE ARIZONA STATE COMMUNITY COLLEGE SYSTEM: THE LAWS, FINANCING, AND GOVERNANCE.

This is the follow-up session to SDS-1.2 which is required for Arizona Certification for both Regular and Special (Part-time) faculty. Both sessions must be completed. It will be a small group discussion on the laws of Arizona that pertain to community colleges together with an overview of the financiny and governance of community colleges. Included will be a review of the student services available.

Meeting Dates: September 8 and 9, 1975
September 17 and 18, 1975

Meeting Place: Operation's Center
Conference Room

Time: 7:00 p.m. - 9:00 p.m.

Credit: Two hours of CEU

Instructor: Staff

SDS-1.4 THE ROLE OF THE BEGINNING PART-TIME OCCUPATIONAL INSTRUCTOR

A small group discussion using prepared materials to acquaint the beginning part-time instructor with the responsibilities of the part-time instructor. Included is an overview of essential competencies required of part-time instructors. (Participants will identify some typical problems faced by part-time instructors.) There will also be a preliminary discussion on effective communication between the instructor and learner. Some time will be devoted to the guidance function of part-time instructors.

Meeting Dates: September 22 and 23, 1975
October 1 and 2, 1975

Meeting Place: Operation's Center
Conference Room

Time: 7:00 p.m. - 8:00 p.m.

Credit: One hour CEU

Instructor: Staff

SDS-2.2 DESCRIBING THE ADULT LEARNER

A discussion of the main characteristics of the adult learner. The lesson is geared to understand the psychological, physiological, and sociological aspects in the adult learning process. Key points in each of these areas will be used to develop a profile of the adult learner.

Meeting Dates: October 6 and 7, 1975
October 15 and 16, 1975

Meeting Place: Operation's Center
Conference Room

Time: 7:00 p.m. - 9:00 p.m.

Credit: Two hours of CEU

Instructor: Dr. Virgil D. Hoover

SDS-2.3 LEARNING PRINCIPLES APPLIED TO ADULTS

This session is devoted to two main learning theories that are popular today (cognative and behavior). The basic techniques of applying each theory will be explored and examples of each style will be demonstrated. Each student will be able to outline a sample lesson plan using either format.

Meeting Dates: October 20 and 21, 1975
October 29 and 30, 1975

Meeting Place: Operation's Center
Conference Room

Time: 7:00 p.m. - 8:00 p.m.

Credit: One hour of CEU

Instructor: Staff

SDS-2.4 MOTIVATING STUDENTS

Using the group discussion technique this session will delve into the means that instructors can use to motivate their students. Key points are described that may be used by instructors in their classrooms. As a result of this session instructors should be able to plan lessons that enhance the motivation of students.

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Meeting Dates:	November 3 and 4, 1975 November 12 and 13, 1975
Meeting Place:	Operation's Center Conference Room
Time:	7:00 p.m. - 8:00 p.m.
Credit:	One hour CEU
Instructor:	Dr. Virgil D. Hoover

SDS-3.2 CONDUCTING INSTRUCTIONAL ANALYSIS

A small group discussion lesson which will provide the part-time instructors with the technique of task analysis. It is designed to aid the instructor in planning a sequential lesson course format.

Meeting Dates:	November 17 and 18, 1975 November 25 and 26, 1975
Meeting Place:	Operation's Center Conference Room
Time:	7:00 p.m. - 8:00 p.m.
Credit:	One hour of CEU
Instructor:	Staff

SDS-3.3 PLANNING COURSE OUTLINES AND INSTRUCTIONAL SCHEDULES

This is the follow-up session for unit 3.2 (Instruction Analysis) and it deals with the outlining phase of the construction of a course of study. Each person will again experience in outlining a sequential course of study based upon a semester time frame.

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Meeting Dates: December 1 and 2, 1975
December 10 and 11, 1975

Meeting Place: Operation's Center
Conference Room

Time: 7:00 p.m. - 8:00 p.m.

Credit: One hour of CEU

Instructor: Staff

SDS-3.4 WRITING PERFORMANCE OBJECTIVES

A combination of self-pacing and group discussion presents a comprehensive coverage of instructional goals and performances objectives. This lesson combines individualized learning, group discussion, and practical experience for the members of the class. Each class member will gain experience in identifying and writing performance objectives for their area of specialization. Pre-registration is required for this session so that materials may be sent two weeks prior to meeting time.

Meeting Date: December 15 and 16, 1975
January 19 and 20, 1976

Pre-registration date (November 14, 1975)

Meeting Place: Operation's Center
Conference Room

Time: 7:00 p.m. - 9:00 p.m.

Credit: Two hours of CEU

Instructor: Staff

SDS-3.5 LESSON AND SESSION PLANNING

A self-study lesson on the development of a usable lesson plan. The material is textual and provides a step by step procedure that is one way to plan and prepare a thorough lesson. A seminar type meeting is conducted for small groups to assist them in the use of the lesson plan format that is part of this unit. Class material is mailed upon registration.

Meeting Dates: Arranged

Meeting Place: Arranged

Time: Arranged

Credit: One hour of CEU
(After completion of Seminar)

Instructor: Staff

SDS-4.7 PRESENTING CONTENT USING FILMS AND TAPES

Some course material is best presented by a film or an audio tape. This session describes the kinds of material, the machinery used, and the proper presentation of an audio-visual class session. Emphasis is placed upon how to obtain maximum value from these sessions.

Meeting Dates: January 28 29, 1976
February 2 and 3, 1976

Meeting Place: Operation's Center
Conference Room

Time: 7:00 p.m. - 8:00 p.m.

Credit: One hour of CEU

Instructor: Dr. Pat Smith

SDS-5.1 EVALUATION PROCEDURES AND CRITERIA

This session is a follow-up for the SDS-3.4 session on performance objectives. The purposes of evaluation are discussed. The participants are given training in the writing of test items which are related to a performance objective.

Meeting Dates: February 11 and 12, 1976
February 16 and 17, 1976

Meeting Place: Operation's Center
Conference Room

Time: 7:00 p.m. - 8:00 p.m.

Credit: One hour of CEU

Instructor: Dr. Ken Roberts

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LOS ANGELES

FEB 6 1976

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MARICOPA COUNTY COMMUNITY COLLETE DISTRICT

REGISTRATION

FOR

1975-1976

SPECIAL STAFF DEVELOPMENT
INSERVICE EDUCATION SESSIONS

Name: _____

Social Security No. _____

College (s): _____

I wish to register for the following session(s):

Ed.-250A _____

SDS-1.2 _____	SDS-3.2 _____
SDS-1.3 _____	SDS-3.3 _____
SDS-1.4 _____	SDS-3.4 _____
SDS-2.2 _____	SDS-3.5 _____
SDS-2.3 _____	SDS-4.7 _____
SDS-2.4 _____	SDS-5.1 _____

Please return to: Dr. Virgil D. Hoover
Director Training and
Staff Development
District Operation's Center